

Art and Science of Teaching
Modified Protocols for SCPS

Teacher Evaluation Model: Domain 1: Classroom Strategies

Marzano Protocol: Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- ☐ Teacher has a learning goal posted so that all students can see it
- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ☐ Teacher makes reference to the learning goal throughout the lesson
- ☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ☐ Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- ☐ When asked, students can explain the learning goal for the lesson
- ☐ When asked, students can explain how their current activities relate to the learning goal
- ☐ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal and monitors students' understanding of the learning goal	Provides a clearly stated learning goal	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

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Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Teacher Evidence

- ☐ Teacher involves students in designing classroom routines
- ☐ Teacher uses classroom meetings to review and process rules and procedures
- ☐ Teacher reminds students of rules and procedures
- ☐ Teacher asks students to restate or explain rules and procedures
- ☐ Teacher provides cues or signals when a rule or procedure should be used

Student Evidence

- ☐ Students follow clear routines during class
- ☐ When asked, students can describe established rules and procedures
- ☐ When asked, students describe the classroom as an orderly place
- ☐ Students recognize cues and signals by the teacher
- ☐ Students regulate their own behavior

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Establishing classroom routines	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Establishing classroom routines	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How can you establish and review expectations regarding rules and procedures?	How can you begin to incorporate some aspects of this strategy into your instruction?

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Marzano Protocol: Lesson Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence

- ☐ Teacher begins the lesson by explaining why upcoming content is important
- ☐ Teacher tells students to get ready for some important information
- ☐ Teacher cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

Student Evidence

- ☐ When asked, students can describe the level of importance of the information addressed in class
- ☐ When asked, students can explain why the content is important to pay attention to
- ☐ Students visibly adjust their level of engagement

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Identifying critical information	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Identifying critical information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How can you signal to students which content is critical versus non-critical?	How can you begin to incorporate some aspect of this strategy in your instruction?

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10. Processing of New Information With Students

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

- ☐ Teacher has group members summarize new information
- ☐ Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment

Student Evidence

- ☐ When asked, students can explain what they have just learned
- ☐ Students volunteer predictions
- ☐ Students voluntarily ask clarification questions
- ☐ Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Processing new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Processing new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How can you engage students in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspect of this strategy in your instruction?

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Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

Teacher Evidence

- ☐ Teacher begins the lesson with a brief review of content
- ☐ Teacher uses specific strategies to review information
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise

Student Evidence

- ☐ When asked, students can describe the previous content on which new lesson is based
- ☐ Student responses to class activities indicate that they recall previous content

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Reviewing content	Adapts and creates new strategies for unique student needs and situations.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Reviewing content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content?	How can you engage students in a brief review of content that highlights the critical information?	How can you begin to incorporate some aspect of this strategy in your instruction?

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19. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

- ☐ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
- Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

- ☐ Students perform the skill, strategy, or process with increased confidence
- ☐ Students perform the skill, strategy, or process with increased competence

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Practicing skills, strategies, and processes	Adapts and creates new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, engages students in practice activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Practicing skills, strategies, and processes	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How can you engage students in practice activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

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Teacher Evaluation Model: Domain 1: Classroom Strategies

Marzano Protocol: Lesson Segments Enacted on the Spot

Design Question #5: What will I do to engage students?

24. Noticing & Reacting When Students are Not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

Teacher Evidence

- ☐ Teacher notices when specific students or groups of students are not engaged
- ☐ Teacher notices when the energy level in the room is low
- ☐ Teacher takes action to re-engage students

Student Evidence

- ☐ Students appear aware of the fact that the teacher is taking note of their level of engagement
- ☐ Students try to increase their level of engagement when prompted
- ☐ When asked, students explain that the teacher expects high levels of engagement

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Noticing when students are not engaged	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Noticing when students are not engaged	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	In addition to scanning the room, making note of when students are not engaged and taking action, how can you monitor the extent to which students re-engage?	How can you scan the room making note of when students are not engaged and take action to engage students?	How can you begin to incorporate some aspects of this strategy into your instruction?

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34. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

Teacher Evidence

- ☐ Teacher provides nonverbal signals when students' behavior is not appropriate
 - Eye contact
 - Proximity
 - Tap on the desk
 - Shaking head, no
- ☐ Teacher provides verbal signals when students' behavior is not appropriate
 - Tells students to stop
 - Tells students that their behavior is in violation of a rule or procedure
- ☐ Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- ☐ Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- ☐ Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

Student Evidence

- ☐ Students cease inappropriate behavior when signaled by the teacher
- ☐ Students accept consequences as part of the way class is conducted
- ☐ When asked, students describe the teacher as fair in application of rules

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Applying consequences for lack of adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Applying consequences for lack of adherence to rules and procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How can you apply consequences for not following rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

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41. Probing Incorrect Answers with All Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Teacher Evidence

- ☐ Teacher asks low expectancy students to further explain their answers when they are incorrect
- ☐ Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- ☐ Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly
- ☐ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

Student Evidence

- ☐ When asked, students say that the teacher won't "let you off the hook"
- ☐ When asked, students say that the teacher "won't give up on you"
- ☐ When asked, students say the teacher helps them answer questions successfully

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Probing incorrect answers by low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Probing incorrect answers by low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

**Art and Science of Teaching
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Teacher Evaluation Model: Domain 2: Planning & Preparing

44. Attention to Established Content Standards

The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

Planning Evidence

- ☐ Lesson and unit plans include important content identified by the district (scope)
- ☐ Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district

Teacher Evidence

- ☐ When asked, the teacher can identify or reference the important content (scope) identified by the district
- ☐ When asked, the teacher can describe the sequence of the content to be taught as identified by the district

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Attention to Established Content Standards	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Teacher Evaluation Model: Domain 2: Planning & Preparing

46. Use of Available Technology

The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.

Planning Evidence

- ☐ The plan identifies available technology that will be used:
 - Interactive whiteboards
 - Response systems
 - Voting technologies
 - One-to-one computers
 - Social networking sites
 - Blogs
 - Wikis
 - Discussion Boards
- ☐ The plan identifies how the technology will be used to enhance student learning

Teacher Evidence

- ☐ When asked, the teacher can describe the technology that will be used
- ☐ When asked, the teacher can articulate how the technology will be used to enhance student learning

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Use of Available Technology	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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**Teacher Evaluation Model: Domain 2: Planning & Preparing
Planning and Preparing for the Needs of English Language Learners**

47. Needs of English Language Learners

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

Planning Evidence

- ☐ The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson
- ☐ The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction

Teacher Evidence

- ☐ When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson
- ☐ When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Needs of English Language Learners	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of English Language Learners, articulates their required accommodations, and demonstrates careful planning to implement those accommodations	The teacher identifies the needs of English Language Learners and articulates their required accommodations	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Teacher Evaluation Model: Domain 2: Planning & Preparing

Planning and Preparing for Needs of Students Receiving Special Education

48. Needs of Special Education Students

The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.

Planning Evidence

- ☐ The plan describes accommodations and/or modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for a lesson
- ☐ The plan describes the accommodations and/or modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction

Teacher Evidence

- ☐ When asked, the teacher can describe the specific accommodations and/or modifications that must be made for individual students receiving special education or groups of students according to their IEP for a lesson
- ☐ When asked, the teacher can describe the specific accommodations and/or modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Needs of Students Receiving Special Education	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students receiving special education, articulates their required accommodations and/or modifications, and demonstrates careful planning to implement those accommodations and/or modifications	The teacher identifies the needs of students receiving special education and articulates their required accommodations and/or modifications	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching
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Teacher Evaluation Model: Domain 3: Reflecting on Teaching

Developing and Implementing a Professional Growth Plan

53. Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.

Teacher Evidence

- ☐ The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- ☐ When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Developing a Written Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching
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Teacher Evaluation Model: Domain 4: Professionalism & Collegiality

Promoting a Positive Environment

55. Demonstrates Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

Teacher Evidence

- ☐ The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- ☐ The teacher accesses available expertise and resources to support students' learning needs
- ☐ When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- ☐ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Promoting Positive Interactions with Colleagues	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching
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Teacher Evaluation Model: Domain 4: Professionalism & Collegiality

56. Demonstrates Positive Interactions with Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Teacher Evidence

- ☐ The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- ☐ The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- ☐ The teacher encourages parent involvement in classroom and school activities
- ☐ The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- ☐ The teacher uses multiple means and modalities to communicate with families
- ☐ The teacher responds to requests for support, assistance and/or clarification promptly
- ☐ The teacher respects and maintains confidentiality of student/family information
- ☐ When asked, the teacher can describe instances when he or she interacted positively with students and parents
- ☐ When asked, students and parents can describe how the teacher interacted positively with them
- ☐ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Promoting Positive Interactions about Students and Parents	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Art and Science of Teaching
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Teacher Evaluation Model: Domain 4: Professionalism & Collegiality

Promoting District and School Development

59. Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

Teacher Evidence

- ☐ The teacher performs assigned duties
- ☐ The teacher follows policies, regulations and procedures
- ☐ The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- ☐ The teacher fulfills responsibilities in a timely manner
- ☐ The teacher understands legal issues related to students and families
- ☐ The teacher demonstrates personal integrity
- ☐ The teacher keeps track of specific situations in which he or she adheres to rules and procedures

Scale

	Highly Effective+	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Adhering to District and School Rules and Procedures	The teacher is a recognized leader in helping others with this activity	The teacher is aware of, and adheres to, district and school rules and procedures and can articulate the need for specific rules and procedures to others.	The teacher is aware of, and adheres to, district and school rules and procedures	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity